

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-18-00-01-0049
 Name: George Fowler High School
 Principal: Milagros Escalera

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	481	396	383
Tenth	292	358	305
Eleventh	184	268	300
Twelfth	147	281	321
Ungraded Secondary	149	0	0
Total K-12 Enrollment	1253	1303	1309

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	45	3.6%	78	6.0%	84	6.4%
Black (Not Hispanic)	450	35.9%	493	37.8%	534	40.8%
Hispanic	182	14.5%	230	17.7%	246	18.8%
White (Not Hispanic)	576	46.0%	502	38.5%	445	34.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	26	26
Mathematics Grade 10	28	25	27
Science Grade 10	0	23	29
Social Studies Grade 10	26	24	27

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
41	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	83	6.6%	0	0.0%	0	0.0%
Eligible for Free Lunch	707	56.4%	708	54.3%	791	60.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.7%		87.5%		89.7%
Student Suspensions	151	13.1%	227	18.1%	191	14.7%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.9%	10.1%	9.8%
Public Assistance	61-70%	61-70%	61-70%
Student Stability	86%	75%	86%

Staff Counts

Staff	2004-05
Total Teachers	94
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	6

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	116	7	121
	Regents Diplomas	48	2	44
	% Regents Diplomas	41%	29%	36%
	Regents Diplomas with Advanced Designation**			13
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	19	1	25
	Regents Diplomas	3	0	7
	% Regents Diplomas	16%	0%	28%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			4%
	IEP Diplomas or Local Certificates	15	0	7
All Students	Total Graduates*	135	8	146
	Regents Diplomas	51	2	51
	% Regents Diplomas	38%	25%	35%
	Regents Diplomas with Advanced Designation**			14
	% Regents Diplomas with Advanced Designation			10%
	IEP Diplomas or Local Certificates	15	0	7

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	51	43	0	10	15	0	0	2
	Percent	42%	36%	0%	8%	12%	0%	0%	2%
Students with Disabilities	Number	7	13	1	2	1	0	0	1
	Percent	28%	52%	4%	8%	4%	0%	0%	4%
All Students	Number	58	56	1	12	16	0	0	3
	Percent	40%	38%	1%	8%	11%	0%	0%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	35		45	3.7%	103	9.1%
	Entered GED Program*	0		27	2.2%	30	2.6%
	Total Noncompleters	35		72	5.9%	133	11.7%
Students with Disabilities	Dropped Out	17		24	6.2%	40	12.2%
	Entered GED Program*	0		8	2.1%	11	3.4%
	Total Noncompleters	17		32	8.3%	51	15.6%
All Students	Dropped Out	52	4.2%	69	4.3%	143	9.8%
	Entered GED Program*	0	0.0%	35	2.2%	41	2.8%
	Total Noncompleters	52	4.2%	104	6.4%	184	12.6%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	10	100%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	10	80%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	139	54%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	2	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	21	33%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	0	0%	4	#
Science	4	#	0	0%	6	33%
Reading	2	#	0	0%	2	#
Writing	2	#	0	0%	2	#
Global Studies	3	#	4	#	6	17%
U.S. Hist & Gov't	1	#	1	#	5	40%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	72%	40	53%	63	52%
Science	27	37%	29	21%	38	37%
Reading	14	50%	8	75%	16	75%
Writing	10	90%	12	92%	18	94%
Global Studies	21	48%	17	35%	35	29%
U.S. Hist & Gov't	29	41%	26	54%	35	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	15	562	401	3	106	79
Number Scoring 55-100	5	485	326	#	81	43
Number Scoring 65-100	5	414	257	#	61	28
Number Scoring 85-100	0	85	61	#	3	1
Percentage of Tested Scoring 55-100	33%	86%	81%	#	76%	54%
Percentage of Tested Scoring 65-100	33%	74%	64%	#	58%	35%
Percentage of Tested Scoring 85-100	0%	15%	15%	#	3%	1%
Mathematics A						
Number Tested	33	185	431	7	50	80
Number Scoring 55-100	13	137	322	4	17	32
Number Scoring 65-100	7	99	209	2	12	21
Number Scoring 85-100	0	11	18	0	0	0
Percentage of Tested Scoring 55-100	39%	74%	75%	57%	34%	40%
Percentage of Tested Scoring 65-100	21%	54%	48%	29%	24%	26%
Percentage of Tested Scoring 85-100	0%	6%	4%	0%	0%	0%
Mathematics B						
Number Tested	58	40	58	6	5	4
Number Scoring 55-100	13	10	25	1	0	#
Number Scoring 65-100	6	8	16	1	0	#
Number Scoring 85-100	0	0	0	0	0	#
Percentage of Tested Scoring 55-100	22%	25%	43%	17%	0%	#
Percentage of Tested Scoring 65-100	10%	20%	28%	17%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	#
Global History and Geography						
Number Tested	294	295	342	66	50	58
Number Scoring 55-100	143	166	191	24	23	21
Number Scoring 65-100	98	99	91	16	14	8
Number Scoring 85-100	23	15	9	3	2	0
Percentage of Tested Scoring 55-100	49%	56%	56%	36%	46%	36%
Percentage of Tested Scoring 65-100	33%	34%	27%	24%	28%	14%
Percentage of Tested Scoring 85-100	8%	5%	3%	5%	4%	0%
U.S. History and Government						
Number Tested	216	217	250	47	38	41
Number Scoring 55-100	133	155	157	17	29	15
Number Scoring 65-100	89	104	110	10	19	7
Number Scoring 85-100	14	20	19	1	3	0
Percentage of Tested Scoring 55-100	62%	71%	63%	36%	76%	37%
Percentage of Tested Scoring 65-100	41%	48%	44%	21%	50%	17%
Percentage of Tested Scoring 85-100	6%	9%	8%	2%	8%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	303	240	290	60	55	46
Number Scoring 55-100	243	196	222	44	38	34
Number Scoring 65-100	195	138	155	30	17	20
Number Scoring 85-100	20	15	24	1	0	1
Percentage of Tested Scoring 55-100	80%	82%	77%	73%	69%	74%
Percentage of Tested Scoring 65-100	64%	57%	53%	50%	31%	43%
Percentage of Tested Scoring 85-100	7%	6%	8%	2%	0%	2%
Physical Setting/Earth Science						
Number Tested	51	134	125	4	11	8
Number Scoring 55-100	39	94	97	#	6	5
Number Scoring 65-100	26	77	70	#	4	1
Number Scoring 85-100	4	14	19	#	0	0
Percentage of Tested Scoring 55-100	76%	70%	78%	#	55%	62%
Percentage of Tested Scoring 65-100	51%	57%	56%	#	36%	12%
Percentage of Tested Scoring 85-100	8%	10%	15%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	118	115	63	14	12	3
Number Scoring 55-100	68	69	43	6	6	#
Number Scoring 65-100	34	24	21	2	4	#
Number Scoring 85-100	2	2	1	0	0	#
Percentage of Tested Scoring 55-100	58%	60%	68%	43%	50%	#
Percentage of Tested Scoring 65-100	29%	21%	33%	14%	33%	#
Percentage of Tested Scoring 85-100	2%	2%	2%	0%	0%	#
Physical Setting/Physics						
Number Tested		12	12		1	1
Number Scoring 55-100		9	9		#	#
Number Scoring 65-100		7	7		#	#
Number Scoring 85-100		2	1		#	#
Percentage of Tested Scoring 55-100		75%	75%		#	#
Percentage of Tested Scoring 65-100		58%	58%		#	#
Percentage of Tested Scoring 85-100		17%	8%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	0	0	9	0	0	1
Number Scoring 55-100	0	0	8	0	0	#
Number Scoring 65-100	0	0	7	0	0	#
Number Scoring 85-100	0	0	3	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	33%	0%	0%	#
Comprehensive Italian						
Number Tested	0	4	0	0	0	0
Number Scoring 55-100	0	#	0	0	0	0
Number Scoring 65-100	0	#	0	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	0	28	51	0	2	2
Number Scoring 55-100	0	25	47	0	#	#
Number Scoring 65-100	0	22	43	0	#	#
Number Scoring 85-100	0	8	21	0	#	#
Percentage of Tested Scoring 55-100	0%	89%	92%	0%	#	#
Percentage of Tested Scoring 65-100	0%	79%	84%	0%	#	#
Percentage of Tested Scoring 85-100	0%	29%	41%	0%	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	6	0	1	0	2	3
Social Studies	6	0	0	0	2	4
Mathematics	4	0	#	#	#	#
Science	0	0	0	0	0	0

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	170	170	170	53	53	53	223	223	223
Number Scoring 55–64	33	32	14	9	10	9	42	42	23
Number Scoring 65–84	59	51	89	13	10	18	72	61	107
Number Scoring 85–100	16	13	15	1	1	1	17	14	16
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		95	96		3	4
Beginning		37	14		#	#
Intermediate		27	51		#	#
Advanced		8	18		#	#
Proficient		23	13		#	#
Reading and Writing (Grade 9-12)						
Number Tested		95	96		3	4
Beginning		53	29		#	#
Intermediate		16	43		#	#
Advanced		21	11		#	#
Proficient		5	13		#	#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)